

GUIDANCE IN THE ELEMENTARY SCHOOL

by

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INTRODUCTION

Much has been written by educators concerning the need for a guidance program for the elementary school. From a thorough review of literature and a guidance project carried on in the Valley Heights Grade School, it was possible to determine the need for guidance, the problems encountered in establishing a guidance program, the role of the administrator, and the role of the guidance counselor in the guidance program.

THE PROBLEM

Purpose of the Study

The purpose of this study was to (1) determine the need for guidance at the elementary level; (2) to identify the problems encountered in establishing a guidance program; (3) to determine the roles of the administrator and the guidance counselor as they work with students, teachers, parents, and the community. This study should prove beneficial to others who are considering a guidance program at the elementary level.

Importance of the Study

The increase in mental health problems, failure in our schools, delinquency at an early age, school dropout,

lack of motivation for higher education, and the need for improvement in the training and utilization of manpower resources show that guidance is very important. By the time students reach the secondary school, their habits and style of life are difficult to modify. Better results can be expected if the problems are attacked at an earlier time in the elementary school. It is also apparent that with the increased need for elementary guidance, it is of utmost importance that the problems encountered in establishing a guidance program, the role of the administrator, and the role of the guidance counselor be understood.

DEFINITION OF TERMS USED

Guidance

There are many definitions for the term guidance.

Royster defined guidance as follows:

Guidance is the integral part of the total educational experience of the pupil. Through a system of organized services, the guidance process helps the pupil to understand himself and others better and to develop more realistic goals and more wholesome attitudes as a successful and contributing member of society.¹

Guidance has also been defined as an educational process by which we assist individuals in making choices and

¹William B. Royster, "Guidance in the Elementary School," The National Elementary Principal, XLIII (April, 1964), p. 6.

adjustments in significant situations in their lives in which they need help. It has various aspects which are interrelated, yet we should recognize these as educational, vocational, and personal-social in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extra-class activities, yet it is not synonymous with such procedures.

In addition to a point of view, guidance includes provision for specific services. These guidance services include (1) development in the individual of an accurate and objective evaluation of himself; (2) an evaluation of his environmental opportunities, especially those which are educational and vocational in nature; counseling to bring the individual into an optimum relation to the opportunities in his environment; (4) placement; and (5) the follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of service to others.

For this report, guidance will be defined as that part of the educational program which aids the child in developing mentally, socially, physically, emotionally, and spiritually to his maximum potential. Meeks adds to this definition of guidance when she stated that guidance is:

the organized effort of a school to help the individual child develop his maximum potential. Guidance is that part of the educational program which emphasizes the individual. Here guidance is concerned with the child as a learner in the educational setting of the elementary school. Guidance services are the focus of the school's effort to provide educational experiences appropriate to each child's needs and level of development, thus providing him the maximum opportunity to learn.¹

METHOD OF RESEARCH

The first part of this study consisted mainly of a review of literature. The information was secured from books and periodicals written by authorities in the field of guidance, with special focus on the elementary level. Books and periodicals from the Kansas State University Library and from the Guidance Division of the Kansas State Department of Public Instruction were the main sources of the survey. The material from the reports and articles was presented in summary form.

The second part of the study consisted of a report on an action research project carried out in the Valley Heights Grade School. Actual guidance services rendered by the guidance counselor were described and a brief evaluation was made of the accomplishments. Suggestions concerning the

¹Anna R. Meeks, "Dimensions of Elementary School Guidance" (University of the State of New York - Education Department - Albany, New York, October 1964), p. 3.

improvement of the program for increased effectiveness also were given.

HISTORY OF ELEMENTARY GUIDANCE

The development of guidance in the elementary school is difficult to trace. Guidance in the past has been identified by many different labels, and is still in the process of emerging. Originally, guidance was vocationally oriented; only recently has the concept become accepted that guidance is concerned with the total development of all individuals. It is generally agreed that the development of guidance in the elementary school was sparked by three or four attempts to improve the social, economic, and political conditions of the late nineteenth and early twentieth centuries. In the late 1800's, the mental hygiene crusade led to the establishment of child guidance clinics. These clinics had as their major objective bettering children's adjustment to their environment, with special attention to their social and emotional relationships. Then in 1896, interest in mental deficiency led to the establishment of the Psychological Clinic at the University of Pennsylvania for the diagnosis of mental deficiency. Guidance centers in many cities of the United States emerged from concern about school retardation, truancy, and delinquency.¹

¹William B. Royster, "Guidance in the Elementary

Willey stated that the modern guidance movement, as it exists today, grew out of the humanitarian principles of universal brotherhood and the twentieth century's emphatic interest in individual differences.¹

Another factor which contributed to the current emphasis upon guidance in the elementary school was the realization that each child needs help from time to time in the process of his growth and development. Classroom teachers, principals, and other school personnel are recognizing the fact that they need the services of specially trained guidance specialists to assist them in meeting the needs of pupils.

Another important factor which contributed to the interest in and the development of guidance in the elementary school was an increased emphasis placed on guidance at the secondary level. This increased emphasis was due in part to support given to secondary guidance through the National Defense Education Act. As guidance programs were improved at the secondary level, counselors became more concerned about the problems of all youth. This caused many counselors to recognize that guidance services should begin when a child

School," The National Elementary Principal, XLIII (April, 1964), pp. 7-8.

¹Roy Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1960), p. 4.

enters school and should be provided throughout his school experience.

Since 1964, guidance at the elementary level has been receiving support through the National Defense Education Act. The recent support at the federal level has contributed greatly to the increased emphasis in elementary guidance.

Cottingham outlined the various approaches to elementary guidance as it developed through the years.¹ The first was called the Service Approach, in which guidance services applicable to the secondary school were transplanted to the elementary school level.

The second approach endorsed the "guidance is good teaching" concept. This was an early position but it is still held by some authorities today.

A third approach was the mental health or problem-centered approach, which focused on problems of elementary children. The advocates assumed that guidance was merely a phase of mental hygiene dealing with problems of children rather than a designed program within the total school working for the needs of all the children.

A fourth approach involved the school psychologist, the trained clinician or specialist as the primary resource

¹Harold P. Cottingham, "Guidance in the Elementary School -- A Status Review" (from an address given at A.P.G.A. Convention, Boston, April, 1963).

person. The underlying position was that only psychologists should perform certain kinds of functions--therapy, for example.

The fifth was the human development or child study approach, in which it was assumed that knowledge of children from a background of developmental psychology was sufficient. This assumed application of knowledge by teachers, specialists, administrators, and others.

A sixth approach was a coordinated approach, wherein many activities were brought together, resulting in a total program coordinated for the needs of all pupils. This proved to be a more functional and practical approach.

The last approach was called an integrative or individualistic approach. This approach stressed the fact that the guidance function should be integrated with the curriculum--both within and beyond the school.

CHARACTERISTICS OF AN ELEMENTARY GUIDANCE PROGRAM

The guidance program in the elementary school should be primarily developmental rather than problem centered. Guidance services are for all children rather than for just those who are experiencing adjustment or learning problems. Since the classroom teacher plays a crucial role in the guidance program, much of the counselor's time will be spent in helping the teachers implement the guidance program in the

classroom. It is generally recognized that elementary guidance should be a part of a total program of guidance from kindergarten through grade twelve. Elementary guidance is concerned with all of the aspects of guidance in the secondary school, but it is not a watered-down program of secondary school guidance.¹

Elementary guidance requires the acceptance of the "whole child" concept. Every phase of pupil growth becomes an integral part of the total development. With such a concept, elementary guidance must be concerned with physical, social, mental, and emotional, as well as the educational needs of the student.²

Elementary guidance should emphasize the early recognition of intellectual, emotional, social, and physical strengths and weaknesses; the encouragement of talents; the prevention of conditions which interfere with learning; and the early use of available resources to meet the needs of children.³

There seems to be rather general agreement that guidance at the elementary level (1) is an integral part of

¹Anna R. Meeks, "Comprehensive Program in Elementary School Guidance," Guidepost (May, 1963), pp. 6-7.

²William H. Van Hoose, "Elementary Guidance is Moving Forward," Montana Guidance News and Views (March, 1965), p. 2.

³Louise O. Eckerson and Hyrum M. Smith, "Guidance in the Elementary School," School Life (Summer, 1962).

the total educational program; (2) serves within the school to facilitate learning; and (3) makes a creative contribution to the curriculum. The objectives of elementary school guidance must, therefore, grow from the objectives of elementary education.¹

Basically, guidance services (1) are for all children; (2) are developmental rather than remedial; and (3) are focused on helping the child as a learner, with help for parents, teachers, and administrators becoming a natural by-product. Guidance services enhance each teacher's ability to meet needs and resolve problems; they provide a consultant service for the school as a whole; and are essentially the result of a concentrated team approach.² These services should be an outgrowth of the individual needs of children as recognized by the school.³

NEED FOR GUIDANCE AT THE ELEMENTARY LEVEL

"To begin guidance at age 14, as though life began then, is contrary to all we know about personality

¹Anna R. Meeks, Chairman. "Dimensions of Elementary School Guidance." This paper is an ASCA Committee report under the direction of the APGA project, Guidance in the Elementary School (October, 1964).

²Ibid., p. 7.

³Ibid., p. 9.

formation."¹ It is commonly accepted that the prevention of maladjustment and the development of habits of adjustment at an early age will yield greater dividends than trying to undo the results of poor adjustment in later years. Early diagnosis of potential dropouts, prevention of learning disabilities, and early diagnosis of emotional disorders have been stressed by psychologists and educators. The study of guidance problems which exist in secondary schools has convinced many that the chance of solving many of the problems depend upon their early identification, diagnosis, and remediation.

We have only to read our newspapers or study statistics to learn of the increase in mental health problems, failures in our schools, school dropout, delinquency at an early age, and lack of motivation for higher education. As we become aware of these situations, it is evident that there is a great need for guidance at the elementary level. Any idea that guidance is not a function of the elementary school ignores the facts of education.² The elementary school is

¹ Morris Krugman, "Why Guidance in the Elementary Schools?", Readings in Guidance. H. B. McDaniel et al., editors (New York: Henry Holt and Company, 1959), pp. 270-273.

² Norma Cutts and Nicholas Moseley, Providing for Individual Differences in the Elementary School (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1960), p. 264.

the place where the child should learn the fundamentals on which all later learning rests. Even more important, this is where he learns the attitudes toward education, the habits of study, and habits of mind which will determine his future efforts to improve himself.

Many of today's educators accept guidance as a continuous process. Cottingham stated that guidance is not picking up the pieces, not corrective, not remedial, but developmental, preventive and continuous. This idea would suggest that guidance is a part of the total school, kindergarten through college.¹

Continuous development is the basic concept rather than just services to meet crises. This view emphasizes prevention and good mental hygiene and demands organized guidance services in the earliest years of the educational experience. Time, energy, and money spent in the earliest years of the child's school life pay larger dividends in the conservation of human resources than can be expected from remedial and corrective processes.²

McGee pointed out that if guidance activities are to be successful, they must begin in the elementary school. It

¹Harold P. Cottingham, "Guidance in Elementary School - A Status Review" (condensed from address given at the APCA Convention, Boston, April 10, 1963).

²Arthur J. Jones, Principles of Guidance (New York: McGraw Hill Book Company, Inc., 1951), pp. 128-129.

is at the elementary level that preventive guidance can be fulfilled. Preventive guidance implies the attitude by elementary school personnel that little needs can be fulfilled and little problems solved by being sensitive to the needs of children. When these needs are not fulfilled or if these problems are not solved in the elementary school, they grow into serious emotional disturbances.¹

Dinkmeyer reported that on the basis of the Fels Research Institute study, the most dramatic and consistent finding was that many of the behaviors exhibited by the child during the period six to ten years of age and a few during the age period three to six were moderately good predictors of theoretically related behavior during early adulthood. The study indicated that the child who is achieving well early in school will generally continue to achieve well, thus showing the necessity of providing early encouragement to the academic achiever. Also, the early identification of those who are not meeting the academic tasks becomes necessary. Dinkmeyer further stated that the findings of the Fels Research Institute, perhaps more than any other, give clear evidence of the importance of the early elementary school

¹Robert T. McGee, "Guidance in the Elementary School," School Counselor, December, 1959

years in terms of forming the child's basic attitudes, goals, and values.¹

At present, society is placing increased emphasis on the development and utilization of each individual. This calls for early identification of individual differences. Elementary guidance can be particularly effective because (1) the child is flexible and has less time for problems to become deep-rooted; (2) the parents are more actively associated with the school; and (3) many years of successful development lie ahead for the child who better understands himself and who can find acceptable approaches toward his problems.

An organized guidance program is of major importance in the school's effort to understand and provide for individual differences among pupils. It can help teachers to be more successful in meeting the needs of all pupils and in helping children to deal successfully with the challenges that confront them day by day. Successfully meeting the expectations and challenges at each maturity level is the best preparation for the future.²

¹Don Dinkmeyer, "Toward a Theory of Children Counseling at the Elementary School Level" (Published as part of the Chronicle Professional Service, Chronicle Guidance Publication, Inc., Moravia, New York), SE 7/65/16/P3.

²William B. Royster, "Guidance in the Elementary School," The National Elementary Principal, XLIII (April, 1964), p. 6.

Eckerson and Smith stated that conditions in and out of school create problems for children and increase the need for early guidance. Among those mentioned are these:

1. Crowded classrooms--Classes are oversized, and too many temporary, inadequately prepared teachers stand before them. In such classrooms, a withdrawn child may be overlooked rather than helped, and an entire class as well as the teacher may suffer frustration caused by one aggressive child.
2. Population mobility--Ours is an industrial mobile society in which one-fifth of the population moves each year from one home to another.
3. Employed mothers--When both parents are employed outside the home, children suffer from lack of companionship and supervision and weakened family ties.
4. Broken homes--Many children lack the guidance of two parents because their homes have been broken by death, divorce, or desertion. To these unfortunate children may be added many more who were born out of wedlock. These conditions are frequently accompanied by educational, emotional, social, or physical problems.¹

Today's young people will have to know far more than the past generation to live successfully in the adult world. Theirs will be a world of greatly advanced knowledge, of automation, and of divergent influence. They will live in a world in which new fields of specialization are demanding high caliber men and women, men and women with knowledge, skills, and the ability to communicate their ideas to others.

¹Louise O. Eckerson and Hyrum M. Smith, "Guidance in the Elementary School," School Life (Summer, 1962).

If they are to compete successfully and adjust comfortably to the demands made on them, they must be prepared now.¹

Eckerson and Smith stated that the teacher alone cannot bear the full responsibility for the student's welfare. He cannot be expected to grow with his subject, update his teaching methods with new media, motivate the gifted and enrich the curriculum, and give the necessary personal attention to the retarded, the underachiever, the handicapped, and all others with problems. He needs assistance in maintaining the physical and emotional health of all pupils to enable them to profit from instruction. Guidance counselors can give the elementary school teachers the assistance they need.²

On the national scale, there is much concern about the problem of ineffective use of manpower--of human resources. We are faced with the realities of the school dropout, the delinquent, the non-college bound talented child, the culturally deprived youngster, the resistant learner, and the emotionally ill child. We are faced with the realities of a rapidly changing society--one in which it becomes increasingly urgent that we have help. It is our responsibility to help each child face the future with

¹Ibid.

²Ibid.

confidence in his own abilities and with the faith that he is a worthwhile and important member of whatever culture he might find himself a part. It is believed that guidance at the elementary level can do much to meet this need.¹

Secretary of Labor Wirtz, in his report at hearings relating to the training and utilization of manpower resources in the nation, said, "A comprehensive manpower policy depends in part on an effective vocational guidance and counseling program beginning in the elementary school."²

Professional and lay organizations have spoken out recently on the urgency for guidance services for all children beginning in kindergarten and extending throughout school. These organizations frequently emphasize human values such as encouraging talents, promoting better adjustment, foster higher quality of work, and increase the happiness of the disturbed pupil and his family. From a purely mercenary viewpoint, elementary school guidance promises to pay off in large figures. Considering the astronomical sums of money that go toward caring for emotionally disturbed patients, apprehending and imprisoning criminals, and providing for the delinquent, indigent, and the unemployed, an

¹Owen B. Kiernan, "Guidance Services in the Elementary School" (Department of Education - Boston, Mass.), p. 6.

²Irving Ratchick, "The Enabling Role of the Counselor in the Elementary School" (University of the State of New York - State Education Department - Albany, New York).

ounce of prevention through early and continuous guidance seems to warrant the investment.¹

ROLE OF THE ADMINISTRATOR IN THE GUIDANCE PROGRAM

Since guidance in the elementary school is an important part of the total educational process, and is concerned with assessing the needs, achievements, interests, and abilities of all students, the administrator must assume full responsibility for the guidance program within the school. The administrator always gives leadership and is responsible for the above activities. But if there is a counselor in the school, many of these activities are delegated to him.

If a guidance program is to be effective, it is necessary that there be maximum cooperation and communication among all personnel who have contact with the students. So it is the responsibility of the administrator to coordinate the efforts of all personnel who help students.

Essentially, the administrator has three major roles in the guidance program.²

¹Louise O. Eckerson and Hyrum M. Smith, "Guidance in the Elementary School," School Life (Summer, 1962).

²Robert DeVries, "The Principal's Responsibility in the Guidance Program," The National Elementary Principal, XLIII (April, 1964), pp. 47-49.

The Administrative Role

Coordinating and clarifying the various components of the local school guidance program. Although the focal point of the elementary school guidance program must be in the classroom, with the teacher playing the central role, the success of the school's effort depends on comprehensive planning and coordination. In this regard, the administrator has the paramount role.

Assigning, in conjunction with specialists, students requiring special programs. A significant area of operation for the administrator is the assignment of students to special programs. This is usually accomplished after consulting with appropriate members of the school guidance team. Representative of special programs to which students might be assigned are: remedial reading, remedial arithmetic, speech therapy, corrective special education, classes for the more capable, blind and visually handicapped, physically handicapped, educable mentally retarded, trainable mentally retarded, and emotionally handicapped.

Recording and interpreting significant information concerning students. The administrator provides leadership to the team and the school staff in compiling and recording information about pupils. In doing this, he utilizes

cumulative records, grade cards, family and student questionnaires, health records, results of standardized group and individually administered intelligence and achievement tests, anecdotal records, examples of student work, check lists and scales, sociometric techniques, and conferences. He stresses with the school staff and the guidance team the need to utilize accurate and objective data, to take a positive approach and capitalize on strengths to interpret test results in relative terms rather than in exact numbers because of the questionable reliability of many testing devices.

Maintaining student records and accounting. To facilitate accessibility and organization of student records, the administrator arranges with the school secretary for efficient filing of records. Information must be readily accessible and functionally recorded.

The Supervisory Role

Providing for continuous evaluation and appraisal. Since guidance is an integral part of the educational process, it is neither easy nor appropriate to evaluate guidance apart from the total program. Evaluation of school guidance services has two major aspects: first, assessing the appropriate to evaluate guidance apart from the total program.

Evaluation of school guidance services has two major aspects: first, assessing the appropriateness of guidance practices and procedures; and second, evaluating student academic growth, which necessarily includes an analysis of test results, class work, poor reaction, and observation.

School personnel and, more specifically, members of the school guidance team must constantly assess the procedures and practices they are employing. The administrator should lead this evaluation process. He must also assess his own contribution in relation to the goals of the school guidance program and guide the staff to do the same.

Assisting in providing curriculum experiences to meet identified needs. In connection with this area, the administrator is concerned with grouping for instructional purposes in the classroom and organization of classes on a school-wide basis.

In establishing curriculum experiences to meet identified needs of the students, as determined by members of the guidance team and of the school staff, several factors are important: the emotional climate in the classroom, basic room-school organization, and the selection of appropriate instructional materials. These factors must be evaluated in relation to student needs, and curriculum experiences must be programmed accordingly. Frequently, such techniques as

cluster grouping within a classroom, team teaching, departmentalization, and programmed learning are employed.

Assisting school personnel with specific cases. In cases where students have special needs, the administrator directs efforts not only to identify these needs, but also to plan appropriate opportunities for student adjustment. If the student requires assignment to a special class, this is done after consultation with the school guidance team. In the event the child is capable of realizing success in a regular classroom situation, provision must be made within his classroom to provide opportunity for adjustment. The administrator initiates action to do this.

In addition, the administrator continually counsels with students, parents, and other members of the community in an endeavor to assist individual students to make a more satisfactory adjustment to school.

The Public Relations

Interpreting the guidance program to the community. Guidance of students is most beneficial when the efforts of home, school, and community are coordinated. Each of these institutions has a significant contribution to render to the school guidance program. The administrator must assume the initiative in this area. His position as a recognized

leader of the community and in the school enables him to initiate, organize, and direct the experiences students can have both in and out of school.

Conducting and coordinating parent and community study conferences. Through a variety of means, the administrator can involve parents and community groups in a number of activities designed to increase their understanding of and participation in the guidance program. Among these means are open house, back-to-school night, school programs, parent study groups, adult and parent education classes, and classroom visitation.

THE ROLE OF THE GUIDANCE COUNSELOR IN THE GUIDANCE PROGRAM

Aiding the Teacher

Establishment and maintenance of rapport. It is important that the teacher have confidence and respect for the counselor. Without this confidence and respect, the teacher will not share his problems, his viewpoints, or his confidence with the counselor. Without a close relationship with the teachers, the guidance program cannot fulfill its function.

Consultation with teachers. The counselor will aid teachers in identifying and diagnosing pupil problems and aid

in working toward their solution. He will aid teachers in identifying students who need special help, and will aid in placing them in the appropriate class or section for maximum learning. The counselor's knowledge of child study and child development will aid the teacher in making the fullest use of the dynamics of the elementary age group. The counselor will make recommendations concerning the development of instructional content and method that will contribute to the total development of all children.

The guidance committee. It is the counselor's responsibility to work with and through the guidance committee to establish guidance policies, plan for guidance services, and conduct evaluation studies.

In-service training. The in-service training program enables the counselor to present the various phases of the guidance program to the faculty. It also enables the counselor to keep the program up to date. Group meetings may be used as a means of disseminating the latest occupational, educational, and general guidance information. Talks by specialists, related studies in guidance, and the use of audio-visual materials can be used to stimulate interest in the guidance program.

Parent-teacher conferences. Parent-teacher conferences are of primary importance in helping to create

desirable home-school relationships and in building increased understanding of the needs of children. Through such contacts, the home and the school become better acquainted with the conditions in each that affect the growth and development of the child. Through a better understanding of the child, each can more effectively play its part in creating the environment which the child needs. With a broadened mutual understanding, each tends to reinforce the best efforts of the other in the interests of the child.

Parent-teacher conferences are of major importance since such meetings provide:

1. An opportunity for the people most involved with the child to evaluate his progress and achievement and to plan constructively for continued progress.
2. An opportunity to help parents realize that the school is sincerely interested in their child.
3. An opportunity to place emphasis on the total growth of the child in a way that is not possible in a written report.
4. An opportunity for the teachers to grow in their understanding of a child through knowledge of his home situation and problems.
5. An opportunity to help parents better understand their own children.¹

The counselor will aid the teachers in planning and carrying out an effective parent-teacher conference so as to

¹Guidance of Children in Elementary Schools (New York: Board of Education of the City of New York, 1956), p. 172.

make the conference more meaningful to the teachers and parents and of benefit to the child.

Cumulative records. The counselor provides leadership in the development of and supervision in the maintenance of cumulative records. One purpose of the guidance program is to serve pupils as individuals by helping them learn more about themselves. It is also important that the counselor and teacher know and understand the student if they are to work successfully with him. One way this can be done is through the process of collecting, recording, and utilizing information concerning pupils. All pertinent information should be recorded in the pupil's cumulative record; and if this information is to be of value, it must be used. Some kinds of data that make up a cumulative record are: (1) school experiences, scholarships, and achievement to date; (2) standardized test data; (3) estimates of ability, attitudes, and work habits; (4) personal data, including statement by student of his goals, interests, likes, and dislikes; (5) health data; (6) behavior records; and (7) family background and educational and economic status. The record should be started in the elementary school and maintained in a systematic manner throughout a student's stay in school. It should be complete and up-to-date at all times.

Guidance library. The counselor provides leadership in establishing and maintaining a library of occupational and educational information for teachers as well as for students and parents. This service is provided in order that up-to-date factual information on the world of work, personal-social information, and educational information is made available.

Aiding the Parent

Contact with parents. The counselor should keep parents informed through articles in the local paper, newsletters to parents, radio, television, and any other means available. He can establish and maintain contact with parents through home visitation, parent conferences, parent study groups, and group and individual counseling. Parents frequently contact the counselor when seeking information from the school about the progress of their child. There are times when the counselor may need to contact the parent concerning problems being discussed with the child. Often a counselor can assist parents in providing home environment that will contribute to the wholesome development of their child. If student problems are to be solved, close contact with parents must be maintained.

Counseling of parents. The counselor should provide individual counseling service for those parents who have special problems. For parents who have children with similar problems, group counseling service may also be provided.

Parent study groups. The counselor should serve as a leader of parent study groups for the purpose of studying such topics as:

1. Parent-teacher Conferences.
2. Home Study Habits of Children.
3. Emotional Problems of Children.
4. The Standardized Testing Program, Its Uses and Limitations.
5. Parent and Teachers as Partners in Educating the Child.

A guidance library. The counselor provides leadership in establishing and maintaining the guidance library. The guidance library is made available to parents so they may better understand and contribute to the guidance program.

Aiding the Student

Orientation service. This service is provided in the program of guidance services to assist the student in making adequate adjustment in the new school or the new situation.

Orientation is actually bridging the gap between the old and the new.

At the pre-school level, "the round up" is serving a useful function.¹ Prospective kindergarteners are invited to come to school, usually with their parents. This period of time, either a half day or a full day, is used to familiarize the pre-school child with the school's physical facilities, the instructional program, and to orient parents concerning school regulations, requirements, and procedures. As the pupil advances in school, various activities are employed to help in the adjustment process. Similar activities are employed when the pupil moves from one organizational pattern to another in the school; for example, from elementary to junior high.

Rapport with students. It is important that students have confidence in and respect for the counselor. It is the counselor's responsibility to attempt to establish and maintain this confidence and respect. Without it the student will refuse to bring his problems to the counselor.

Occupational information. The presenting of occupational information at the elementary level can be a very rewarding part of the guidance program. It is the

¹William L. Hitchcock, Guidance: Function and Services (Atlanta: Georgia State Department of Education, 1962), p. 9.

responsibility of the counselor to either present the occupational information himself or aid the teacher in presenting it. Since most teachers have a very limited knowledge of this subject, the responsibility usually rests with the counselor.

Hoppock stated that there are eight specific purposes in presenting occupational information to elementary school students.

1. To increase the child's feeling of security in the strange new world outside the home by increasing his familiarity with it.
2. To encourage the natural curiosity of young children by helping them to learn the things they want to learn, and to enjoy learning them.
3. To extend the occupational horizons of the child, so that he may begin to think in terms of a wider range of possible future occupations.
4. To encourage wholesome attitudes toward all useful work.
5. To begin developing a desirable approach to the process of occupational choice.
6. To help students who are dropping out of school and going to work.
7. To help students who face a choice between different high schools or high school programs.
8. To show children who really need money how they can get it without stealing.¹

¹Robert Hoppock, Occupational Information (New York: McGraw Hill Book Company, Inc., 1963), pp. 338-340.

Group guidance. Group guidance helps children bring their problems into the open for discussion, to look at them from many and varied angles, and to develop their processes of thinking.

Group guidance is a democratic process, since it gives the counselor a chance to control but not dominate the class. It should be developed toward a cooperative problem-solving discussion, with decision by a consensus of opinion.

Group guidance may be used successfully at many levels, but it is especially fruitful as a means of solving the social and educational problems confronting children at the elementary level.

Group guidance can be used to accomplish the following:

1. Help children to understand their strengths and weaknesses.
2. Emphasize their abilities: mechanical, verbal, artistic, social, etc.
3. Aid them in improving traits and skills which can be improved.
4. Have them think about their interests and talents.
5. Answer their groping questions about physical development.
6. Use immediate classroom situations to help children understand themselves and their behavior better.
7. Keep in mind the fact that rates of growth and development are different for different children.

8. Employ group guidance to engender feelings of confidence and competence.
9. Help pupils to talk out calmly and sensibly any issues that arise.
10. Try to recognize or discover the positive contributions that each pupil can make to the group.¹

Student counseling service. The counseling service is an important role of the counselor as he works with the child. It has been stated that all children encounter problems in the normal process of growing up and that counseling can provide assistance in developing greater self-direction in problem solving.² For many children, counseling is an essential process; some find it difficult to meet developmental tasks and others present behavior problems growing out of threats to the child's feeling of security and self-esteem. All children need to express themselves positively and constructively. A major need is to maintain relationships with adults while at the same time gaining a place among their peers. The pupil needs somebody, other than an authority figure, to talk to. The counselor, by preparation and time available, can be this person.

¹Guidance of Children in Elementary Schools (New York: Board of Education of the City of New York, 1956), p. 120.

²Anna R. Meeks, Chairman. "Dimensions of Elementary School Guidance." This paper is an ASCA Committee report under the direction of the APGA project, Guidance in the Elementary School. October, 1964.

The counselor also provides group counseling, when appropriate, for pupils to help them achieve understanding for purposes of personal and social growth and adjustment. Here children have an opportunity to react and interact and to work out some of their behavior changes. Group counseling provides a major learning experience in human relations.

Tests and measurements. Tests of intelligence, achievement, and personality, as well as informal measurements of attitude and interest, are of value in the guidance of the child. These measures will make it easier to provide a sound school program which will help each child develop as he progresses from the first grade of elementary school through high school and college.

There appears to be a difference of opinion concerning the responsibility of the counselor to the testing program. Swan stated that the counselor should assume the leadership in the testing program and, with the teachers' help, select appropriate instruments, arrange for ordering, distributing, administering, and scoring the tests. He also interprets the test scores for teachers and parents, and where appropriate, for the pupils themselves. He will be able to help teachers identify problem areas as reflected by this one limited sample, and may help to strengthen the

curriculum in spots where the test reveals it needs strengthening.¹

Meeks sees the counselor's role in the area of testing and appraisal techniques as primarily that of interpretation and utilization. She stated that testing can be costly in time and money and can be justified only if results are used in a valid manner. It is the responsibility of the counselor to provide analyses of the results, giving emphasis to: (1) implications for individual children, (2) implications for the group, (3) discrepancies, and (4) limitations in the conclusions to be drawn from the results. The counselor has the responsibility of encouraging valid use of tests, while helping to avoid over-use and/or misuse of tests. Testing will be one factor in pupil study, rather than the dominant technique.²

Student analysis service. This is a service in the organized guidance program in which all kinds of pertinent and significant information about the individual is gathered through the use of the following tools and techniques: (1) questionnaires, (2) autobiographies, (3) interviews,

¹Beverly Swan, "Guidance in the Elementary Schools," Guid-O-Rama, Mississippi. April, 1965.

²Anna R. Meeks, Chairman. "Dimensions of Elementary School Guidance." This paper is an ASCA Committee report under the direction of the APGA project, Guidance in the Elementary School. October, 1964.

(4) psychological tests, (5) case studies and conferences, (6) anecdotal records, (7) sociometric tests, (8) socio-dramas, (9) observation, and (10) achievement and ability tests.

This service yields an array of factual information about the individual which distinguishes him as an individual different from others. The information is gathered, studied, interpreted, and evaluated by the counselor in cooperation with the teachers, and is used by both the counselor and the teachers as they work with the student.

From the student analysis service, it is possible for counselor and teachers to find data which will throw light on the difficulty which the child is experiencing.¹

Aiding the Administrator

Referrals. The counselor will aid the administrator in the referral of children needing assistance from other agencies. These agencies will include psychological, health, social, and other special services.

Curriculum. The counselor will make recommendations to the administrator concerning curriculum changes that are deemed necessary to meet the needs of the students.

¹William L. Hitchcock, Guidance: Function and Services (Atlanta: Georgia State Department of Education, 1962), p. 9.

Recommendations may concern the schedule of studies for an individual or a small group or may embrace a major revision for the majority of the students.

Inventory service and follow-up. The counselor will work closely with the administrator and teachers in gathering, compiling, recording, and utilizing information concerning students. He may also provide the leadership in conducting follow-up studies of both graduates and drop-outs. Follow-up studies might appropriately be conducted by the administrator, guidance committee, curriculum committee, and other designated groups as attempts are made to determine the effectiveness of the guidance program.

Orientation of staff. The administrator uses the counselor as a key resource person in the staff orientation relative to the guidance program. Staff members are encouraged to meet with the counselor either individually or in groups with regard to pupils and their problems.

Interpreting the guidance program to the community. The counselor will aid the administrator in interpreting the guidance program to the community. It is through close cooperation of the school and community that the guidance program can accomplish its objectives.

Evaluation and appraisal of guidance program. Since the guidance program is an integral part of the educational program, the administrator is responsible for the evaluation and appraisal of the guidance program. It is the counselor's responsibility to see that the administrator is furnished with sufficient information to evaluate the program. The counselor and the teachers will work closely with the administrator in carrying out this important part of the guidance program.

Evaluation may take many forms. Teachers' informal reports of help they have received with individual children, new or strengthened attitudes, the feeling of participation in the referral and follow-up of children, and the use they have made of guidance materials, are all sound contributions to the evaluation proceedings.

Records which have been maintained of actual child study work indicate the number of children who have received services and who have been helped toward a more satisfactory solution of their problem. These records, incorporated in a year-end report of the guidance counselor to the administrator, serve as another means of evaluation.

Evaluation can be based upon both figures and attitudes. Evaluation may be either formal or informal. The important thing is that regular evaluation of the program shall be undertaken, for, with such periodic examination,

weaknesses may be noted and solutions attempted, success recognized and analyzed, and methodology and techniques studied for improvement of effectiveness. Insofar as the evaluation reveals progress, it will result in encouragement, renewed interest, and increased activity.¹

Aiding the Community

Community referral services. The counselor is responsible for knowing and using the available referral services in the community. He is also responsible for knowing the persons administering the services.

Interpreting the guidance program to the community. The guidance program is most successful when the efforts of home, school, and community are coordinated. The community will support the guidance program if its purpose is understood.

Working with community groups. The counselor will work with community groups in an effort to create an awareness of elementary school guidance services in the community. He will confer with community agencies about individual pupils with special problems. He will also participate in

¹Guidance of Children in Elementary Schools (New York: Board of Education of the City of New York, 1956), pp. 70-71.

meetings of community organizations dealing with children's needs and interests.

Guidance library. The counselor will be responsible for maintaining a guidance library that will be made available to all members of the community.

A PROGRESS REPORT AND EVALUATION OF AN ELEMENTARY SCHOOL GUIDANCE PROJECT AT THE VALLEY HEIGHTS GRADE SCHOOL

PURPOSE OF THE PROJECT

The purpose of the project was (1) to determine the problems encountered in establishing a guidance program; (2) to determine the role of the guidance counselor as he works with students, teachers, parents, administrator, and the community; and (3) to adapt feasible content for an elementary school guidance program.

DESCRIPTION OF THE PROJECT

School and Community

The project was carried out in a unified district of a typical rural agricultural community. The enrollment of the Valley Heights Grade School was 120 students, grades 1-6.

Personnel

The school personnel consisted of one half-time principal, seven teachers, one half-time remedial reading teacher, one half-time secretary, and a guidance counselor working in the school one day a week.

Facilities

The counselor was provided with a conference room, filing space, and other facilities that were deemed necessary.

OBJECTIVES OF THE GUIDANCE PROJECT

1. Assist pupils in assessing and understanding their abilities, aptitudes, interests, and educational needs.
2. Acquaint pupils with the world of work.
3. Help pupils make and maintain normal person-social adjustment.
4. Aid in the early identification of physical, intellectual, emotional, and social strengths and weaknesses of children.
5. Aid children who have learning, social, physical, or emotional problems.
6. Help children begin early to grow in their understanding of the role of education in their lives.
7. Interpret pupil data to students, teachers, and parents.
8. Aid teachers in creating a healthy, happy atmosphere in the classroom.
9. Aid teachers in understanding their students and how to work with them.
10. Assist teachers in adjusting their curriculum to meet the needs of the child.
11. Assist in promoting closer cooperation between parents and teachers.
12. Aid parents in better understanding their child.

13. Assist parents in providing home environment that will contribute to the proper physical, social, and mental development of their child.

14. Aid the administrator in selling the guidance program to the community.

15. Aid the administrator in carrying out an effective in-service training program for teachers.

16. Aid the administrator in bringing about closer cooperation between the school and the community.

PROBLEMS ENCOUNTERED IN ESTABLISHING A GUIDANCE PROGRAM

One of the biggest problems encountered in establishing the guidance program was to get the teachers to realize that they actually needed help. This improved as the teachers became more guidance minded. At first the teachers were reluctant to seek help as this might be considered as failure on their part. As the administrator and counselor worked with the teachers through in-service training, this was generally overcome. Teachers seemed to be reluctant to make changes even when it was agreed that changes were needed. It wasn't until directives were sent out by the administrator that many changes were actually made. This further emphasized the fact that unless the administrator is convinced of the benefits of a guidance program, not much can actually be accomplished. Teachers and parents must also accept the

program to make it effective. At first the counselor felt that she was considered as an outsider by the teachers. But, by being patient and understanding, she was soon able to gain their confidence and get their cooperation in carrying out the guidance program.

It was found that to have an effective guidance program, it takes the cooperation of the administrator, parents, teachers, counselor, and community, all working together for the welfare of the child.

REPORT AND EVALUATION OF COUNSELOR ACTIVITIES

An attempt was made to include such services in the program so as to meet the needs of the students, teachers, administrator, parents, and the community. The following is a review of the guidance activities:

Teacher Services

In-service training. Meetings were held with the faculty for the purpose of defining and clarifying the guidance program and its objectives. Some of the topics discussed were:

1. The Testing Program, Its Uses and Limitations.
2. The Parent-Teacher Conference and How It Can Be Made More Meaningful.
3. The Cumulative Record, Its Function and Value.

4. The Role of the Counselor As Seen By the Teachers.

Consulting with teachers. Functioning as a consultant to the teachers, the counselor was able to aid teachers in better understanding the child and advising teachers in dealing with specific student problems.

Student placement. Teachers were aided in identifying pupils who were in need of special help such as remedial reading or special education.

Guidance library. A guidance library was established for the teachers so that they might become more familiar with the guidance program.

Cumulative record. Teachers were helped in the collection, recording, and utilizing of student information. This included such information as: standardized test data, personal data, health data, behavior records, family background and educational and economic status, and school experience and achievement to date.

Guidance committee. The counselor organized a guidance committee of teachers to aid her in working more effectively with the teachers, students, parents, administrator, and the community. Some of the functions carried out by the guidance committee are:

1. Recommendations on curriculum reform.
2. Aid in the selection of a grade card that will better meet pupil needs.
3. Aid in the screening of guidance material and visual aids.
4. Aid in the selection of testing materials.
5. Aid in developing the guidance library.

Parent-teacher conference. To aid the teachers in making the parent-teacher conference more meaningful, a check list (Appendix B) was prepared. Items included in the check list were:

1. Do you have something positive to say about the child?
2. Have you discussed the reason for the conference with your class?
3. Are there social and emotional problems that should be discussed?
4. Have you discussed homework and problems connected with homework?
5. Have you discussed the child's sleeping and eating habits?
6. Have you a problem parent? Don't be authoritative, superior, or argumentative.

7. Have the following been prepared to show the parents? Child's work folder, workbooks, and progress charts.

Evaluation Statement

The upper elementary teachers took advantage of teacher consultation more readily than did the teachers in the lower grades. Whether they actually had more problems or were more aware of the problems that they did have is not certain. Those teachers with whom the counselor worked most were very enthusiastic about the program. It became evident that more time should be devoted to a planned program of in-service training. In-service training is probably the most effective way of enabling the teachers to become guidance minded.

Only a few of the duties of the guidance committee have been included. This committee can be a very potent force in carrying out the guidance program.

Teacher's response to a questionnaire (Appendix A) of suggested counselor duties revealed the following duties to be most important:

1. Counseling individual students.
2. Screening, diagnosis, and placement of pupils for special education.

3. Administration of group and individual achievement and aptitude tests.
4. Teacher consultation.

Counselor duties considered to be least important were:

1. Conducting class discussions.
2. Orientation of new students.
3. Referral to other agencies.
4. Teaching remedial classes.
5. Formation of a guidance committee.

Parental Services

The following activities were used in carrying out the guidance program with parents:

Individual counseling. The counselor met with parents whose children had definite problems. The problems were physical, emotional, social, and educational in nature.

Group contacts. Since time didn't allow for personal group contacts, contacts were made through notes sent home to parents and through articles in the local newspaper. These notes and articles contained such information as:

1. Presenting the guidance program to the parents.
2. The function of the guidance program.

3. Making the parent-teacher conference more meaningful to both parents and teachers.
4. The need for, and the use of, the guidance library.

Guidance library. The guidance library was established so that parents would have up-to-date, factual information about the world of work, personal-social information, and educational information so that they could better understand their role in the guidance program. The guidance library contained books covering such subjects as:

1. What Tests Can Tell Us About Children
2. Guiding Children's Social Growth
3. Helping Children Get Along In School
4. Helping Children Solve Their Problems
5. Emotional Problems In Children
6. Parents and Teachers As Partners
7. Home Discipline
8. Helping Children With Their Homework, and Improving Their Study Habits

Parent-teacher conference. Some of the subjects that the counselor urged the parents to be prepared to discuss with the teacher were:

1. Kinds of discipline the child best responds to at home.

2. The child's interests and hobbies.
3. The child's sleeping and eating habits.
4. Any social or emotional problems that might exist.
5. Homework and problems connected with homework.

Evaluation Statement

Since time did not permit a more complete parental service program, it is desired that the following services be added to the guidance program:

Personal group contacts. It was felt that personal group contacts would have been valuable. Some of the topics for discussion might be:

1. Your Child and the World of Tomorrow
2. Your Child and Discipline
3. Your Child's Mental Health
4. Your Child and Reading
5. Your Child and College
6. Understanding the Testing Program
7. Parents and Teachers as Partners

Group contacts might also be made through "back to school night" or "open house" which would allow parents to become acquainted with the school and the guidance program. The PTA might also serve as an effective means of contacting groups of parents.

Home visits. Although home visitations were not made, they probably would be extremely beneficial. This would be an effective way of taking the school to the home. It would make it possible to share some of the problems and interests concerning both the parents and the school.

In general, the parental services were very beneficial. Those parents who met with the counselor for counseling were very appreciative and the results were gratifying.

Pupil Services

Standardized testing program. The counselor worked in cooperation with the administrator and teachers in developing and carrying out a testing program.

Group tests:

Stanford Achievement Test--administered to grades one and two in April.

Iowa Basic Skills Achievement Test--administered to grades three, four, five, and six in April.

Large-Thorndike Intelligence Test (Verbal)--administered to grades one, two, four, and six in October.

Individual tests:

Durrell's Analysis of Reading Difficulty Test--administered to all students in remedial reading class.

Stanford-Binet Intelligence Scale--administered to children with special problems.

Note: Group tests were administered by the counselor and scored and recorded by the teachers. The counselor consulted with the teachers in evaluating the test scores. The Durrell Analysis of Reading Difficulty Test was administered, scored, and recorded by the counselor. The counselor was not qualified to administer the Stanford-Binet Intelligence Scale so arrangements were made with Dr. Herbert Kaiser of the College of Education, Kansas State University, who administered the test.

Evaluation Statement

The testing program seemed to fit the needs of the school quite well. There was some question as to whether the achievement tests should be given once or twice a year. It was decided to give the achievement once each year, preferably in the spring.

The individual tests appeared to be very useful for individual evaluation and diagnosis. The reading test aided in diagnosing the reading difficulty of those students in the remedial reading class.

Since the testing program is only a small part of the overall guidance program, the counselor must be careful that he doesn't spend too much of his time with the testing program at the expense of other phases of the guidance program.

Evaluation of personal-social adjustment. Many methods were used to evaluate the child's personal-social adjustment. Among these were:

1. Evaluation methods based on observation--these include rating scales, anecdotal records, check lists, and interviewing.
2. Projective techniques--including less technical devices such as sociograms, "Guess Who" questionnaires, and sociodrama.
3. Self-report inventories--such as interest inventories, attitude scales, and questionnaires.

Evaluation Statement

Because of the limited amount of time available to the counselor, the above methods of evaluation were used mainly with the sixth grade. The results were considered to be quite successful. It is hoped that these methods of evaluating personal-social adjustment can be used with pupils in all grades.

Other methods of evaluating personal-social adjustment that might prove beneficial are:

1. Pupil writings--such as responses to open questions and diaries.
2. Evaluation based on creative activities.

Group counseling. Group counseling was used with groups of children having similar problems. The following was to be accomplished:

1. To detect personal problems.
2. To help children to better understand themselves.
3. To serve as a means of working out personal problems.
4. To allow children to express themselves positively and constructively.
5. To allow the counselor to become better acquainted with students in regard to their background, interests, likes, dislikes, and goals.

Individual counseling. Individual counseling was used with pupils who had special problems such as:

1. Getting along with others.
2. The feeling of not being liked and left out.
3. Lack of motivation for achieving in school work.
4. Personal problems of dress and grooming.
5. Withdrawing from activities with other students.

Evaluation Statement

Small remedial reading groups provided a ready-made core for group counseling for grades three through six. Special cases not found in remedial reading groups were counseled separately. Even though only three sessions were devoted to group counseling, some improvement in child behavior was apparent.

Individual counseling, although done only on a limited scale, was considered rewarding for all concerned.

Group guidance. Group guidance was used by the counselor to discuss the following subjects:

1. Developing Good Sportmanship
2. Developing the Quality of Leadership
3. Getting Along With Others at Home and at School
4. Understanding and Appreciating Individual Differences

Evaluation Statement

The group guidance program was considered quite successful. Due to a lack of time, the counselor had to limit group guidance to grades five and six. There wasn't sufficient time for the counselor to cover all the subjects that the teachers wanted covered. It is hoped that in the future, group guidance can be used in all classes, and additional subjects such as the following can be covered:

1. Improving Pupil Study Habits
2. Patriotism
3. Developing and Using Good Manners
4. Lessons on Safety (bicycle, fire, swimming, playground)
5. Developing the Thrift Habit

Case studies. The counselor prepared a case history on two students who were referred to her by their teacher. The information was used by the counselor and teacher as they worked with the students in an effort to help them with their problems.

Case A. A sixth grade girl refused to take part in class and playground activities and had an extreme dislike for school because she felt that she wasn't liked by the other children. She also felt that the children in her class made fun of her. Through counseling both student and parent, through conferences with the teacher, and from information from the cumulative record, the counselor was able to identify the cause of the problem and work toward its solution.

Case B. A sixth grade boy who had unusual ability but who wasn't achieving up to his potential was referred to the counselor by his teacher. Through developing a case history, the counselor was able to collect information which could be used to aid in the solution of his problem.

Evaluation Statement

Through the use of the case history, the counselor with the cooperation of teacher, parent, and student was able to contribute toward solving the students' problems.

Occupational information. Although time was not available by the counselor to explore the area of occupational information, presenting occupational information is a necessary part of any guidance program.

It would be the counselor's responsibility either to present the occupational information or assist the teacher in presenting it. There are many interesting and effective ways of presenting this information:

1. Take the children to visit people of various occupations and see them at work.
2. Invite people representing various occupations to visit class and discuss their occupation with the children.
3. Encourage children to make an intensive study of one particular occupation and report to the class.
4. Present the information through books such as "I Want To Be."
5. Present the information through films and filmstrips.

Administrative Services

Even though the counselor has no administrative responsibilities, cooperation between the administrator and the counselor can do much to improve the overall educational opportunity of each child. The following list of activities describes counselor services to the administrator:

1. Help provide in-service training for the faculty.
2. Improve administrator-teacher relations.
3. Improve administrator-pupil relations.
4. Study and report factors that might lead to improvement of teaching methods and curriculum.
5. Aid the administrator in making referrals.
6. Aid the administrator in developing the testing program.
7. Assist in class and group placement of pupils.
8. Aid in organizing the guidance committee.
9. Keep the administrator informed as to the overall guidance program and as to what is being accomplished.
10. Serve as a consultant for curriculum change.
11. Assist in the development and supervision of the cumulative record.
12. Serve as a consultant at faculty meetings.
13. List students with special needs not being met by present program.

14. Assist in the promotion of good public relations.
15. Assist in keeping the public informed as to the guidance program.

Evaluation statement. The above services are a few of the many services that appear to be an expected part of the guidance counselor's duties. With further exploration, many more administrative services will be added.

Community Services

The community was informed about the need for and the value of a guidance program through an article in the local paper. The guidance library served as a source for guidance literature so that the community might be better informed as to the guidance program.

Evaluation Statement

Due to the fact that the counselor didn't live in the community and due to the limited amount of time available to the counselor, very little was accomplished in regard to community services.

Although the community was made aware of the guidance program, much more could be done to make the program even more effective. The following activities would be beneficial:

1. The counselor should become acquainted with community leaders.
2. The counselor should become acquainted with community agencies such as welfare, health services, churches, etc.
3. Explain the guidance program to various community organizations.
4. Provide an opportunity for the community to become acquainted with the guidance program through school open-house or back-to-school night.

Professional Activities

The following activities were engaged in by the counselor for professional growth:

1. The counselor attended the First Annual Convention of Elementary School Counselors in Kansas.
2. The counselor consulted with outside agencies, including the county welfare agency, medical services, and the special education program in a neighboring school.
3. The counselor reviewed guidance literature, including books and articles written by authorities in the field of elementary guidance.

Evaluation Statement

A limited number of professional activities were engaged in due to the limited amount of time devoted to the project.

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APPENDICES

APPENDIX A

Dear Faculty:

It would be of great value to me to learn which of the following possible duties of a counselor you consider most important. How can an elementary school counselor best serve the pupils and the teachers in this school? Please write the number in the rank column that corresponds with your choice.

1 --Very Important 2 --Fairly Important 3 --Unimportant

<u>Item</u>	<u>Rank</u>
(1) Keeping adequate records on all pupils -----	()
(2) Counseling individual students -----	()
(3) Group counseling -----	()
(4) Teacher consultation -----	()
(5) Parent conferences and home contacts -----	()
(6) Conducting case conferences -----	()
(7) Referral to other agencies -----	()
(8) Screening, diagnosis, and placement of pupils for special education --	()
(9) Teaching remedial classes (reading, arithmetic, etc.) -----	()
(10) Testing Program	
Administration -----	()
Scoring -----	()
Interpretation -----	()
(11) Conducting class discussions; special lessons ----	()
(12) Orientation of new students -----	()
(13) Formation of a Guidance Committee -----	()
(14) Interpreting the Guidance Program to community ---	()

Please add any items that you feel should be included.

Thank you,
Guidance Counselor

APPENDIX B

Check List for Parent-Teacher Conference

- (1) Has the parent been notified of the conference appointment?
- (2) Have the following been consulted for information?
 - Cumulative record
 - Report card
 - Other personnel in the school that know the child
- (3) Have the following been prepared to show the parents?
 - Child's work folder
 - Workbooks
 - Progress chart
- (4) Has an outline for the conference been prepared?
- (5) Has comfortable seating been prepared, preferably away from the teacher's desk?
- (6) Are you familiar with behavior characteristics of the age group of your class?
- (7) Do you have something positive to say about the child?
- (8) Have you discussed the reasons for the conference with your class?
- (9) Are you a good listener? Many valuable things can be learned by letting parents do the talking.
- (10) Have you included study and health habits as items for discussion?
- (11) Can you and the parent arrive at a realistic appraisal of the child's ability and achievement?

- (12) Have you a problem parent? Don't be authoritative, superior, or argumentative. Resist the temptation of telling her off.
- (13) Have you an aspirin for your conference headaches?
- (14) Are there social or emotional problems that should be discussed?
- (15) Have you discussed the child's sleeping and eating habits?
- (16) Have you discussed homework and the problems connected with it?
- (17) What are the child's interests and hobbies?
- (18) How does the child spend his leisure time?
- (19) What kind of discipline does the child best respond to at home?

GUIDANCE IN THE ELEMENTARY SCHOOL

by

JOHN WALLACE DUMMERMUTH

B. S., Kansas State University, 1941

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
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The purpose of this study was to determine the need for guidance at the elementary level, the role of the administrator, and the role of the guidance counselor as he works with the students, teachers, administrator, parents, and the community.

The first part of this study was primarily a review of literature. A review was made of books and articles from periodicals written by specialists in the field of elementary guidance. Most of the material reviewed was from the Kansas State University Library and from the Guidance Division of the State Department of Public Instruction.

The second part of the study consisted of an action research project carried out in the Valley Heights Grade School, Waterville, Kansas. The report included a summary of actual guidance services rendered by the guidance counselor, with a brief evaluation of the services and suggestions to make the program more effective.

To develop a background for the establishment of a guidance project, it was necessary to study the history of guidance as it has developed over the years. In the period of development, guidance was identified by many labels and varied approaches.

Projects carried out by others in the field of guidance aided in determining the characteristics of a good guidance program and were of value in setting up a guidance

project. A thorough review of literature was made to determine general needs for a guidance program at the elementary level. The information was used to determine the actual need for guidance in the Valley Heights Grade School.

Since the writer was the administrator of the Valley Heights Grade School, it was important for him to become acquainted with the role of the administrator in the guidance program. Since the guidance program is an integral part of the total educational program and is concerned with assessing the needs, achievements, interests, and abilities of all students, the administrator assumes full responsibility for the guidance program within his school.

The role of the guidance counselor in the guidance program was found to be that of aiding the students, parents, teachers, administrator, and the community. It is the counselor's responsibility to aid in bringing about complete cooperation on the part of all who work with children so as to aid the child in developing mentally, physically, socially, and emotionally to his maximum potential.

The purpose of the action research project was to (1) determine the problems encountered in establishing a guidance program, (2) to determine the role of the counselor as he works with the students, teachers, parents, administrator, and the community, and (3) to adapt feasible content for an elementary guidance program at the Valley Heights Grade School.

The project was carried out in an elementary school in a typical rural agricultural community. The school has an enrollment of 120 students, grades one through six. The school personnel consisted of one half-time administrator, six classroom teachers, one half-time music teacher, one half-time remedial reading teacher, and a guidance counselor working in the school one day each week.

It was possible through the project to determine some of the problems involved in establishing a guidance program and in most instances, ways of solving these problems.

After deciding upon objectives to meet the needs of the students, teachers, parents, administrator, and the community, services were carried out by the counselor to attempt to meet these needs and carry out the objectives of the guidance program.

From the report and evaluation of the services carried out by the counselor, it was clearly shown that there is a definite need for guidance at the Valley Heights Grade School. The guidance services proved to be of great help to the students, parents, teachers, administrator, and the community.